

IN THE MAUI COUNTY SCHOOLS

Vocational Work Of Schools Progressing

Interesting Reports For Last Term By Supervisor Summers And His Directors In Maui Schools—Plans For Future.

Term Report of Supervisor of

Industrial Work, County of Maui
On entering upon my duties of Supervisor of Industrial Work for the Island of Maui, I found the shops for bench work partially equipped for twelve pupils with no material on hand to begin wood work. Our commissioner was unable to get material from the County Supervisors but was able to get some scrap lumber from the County Fair managers. This I had to personally send to the various schools in my auto. Recently the County Supervisors have built a cottage and we are making furniture for the same. Other new cottages are to be built soon, so we shall be employed on this work for some time.

By referring to the reports from the individual schools you will be able to see just what has been accomplished.

In order to give the pupils an opportunity to work on individual projects and use the native woods which take a high finish we have procured a fine koa log which is now being cut into boards at the mills at Kahului. We hope to start a shop fund from the sale of the product of this koa lumber.

Stress is being placed on good work and no piece of furniture will be sent from the shops which cannot reach this standard. Good work which involves good training is our aim. If then this product can be used which we aim that it can, so much the better. Furniture thrown together is a positive detriment to both the pupils and the County.

In a short time we shall place in store windows pieces of furniture stating the price with guaranteed workmanship. We hope to get orders enough so we shall not be dependent on the Board of Supervisors for material. We would much rather buy our lumber and sell the furniture to the County at fixed price.

Sewing—The sewing has been started in a number of the schools, but here again we have been hindered by having no funds. For some of the schools I have advanced the money for material. In one of the schools a rummage sale is planned to create a fund.

We are working on a course for the sewing which will meet the condition on this island.

I would like to call attention to the sewing room at the Pala School. This is a basement room and very poorly lighted, and this is the first year it has been used for sewing. This room can be made lighter by enlarging the windows. I have asked the domestic art teacher to suggest to the principal that the sewing for the present be carried on in the grade rooms. Would like your opinion on this matter.

Domestic Science—We are doing fairly well with the domestic science. The lack of a plan which will place teaching and not the lunches first is somewhat of a handicap. Some of our teachers are making every effort to make even the preparation of the lunches a part of a course of teaching. This is not always a success as the teachers must make the lunches pay. They are all working on a plan which we hope will result in a graded course by the end of the year.

The lunches sold during the term have just about paid for the material used. During the next two terms we hope to use some garden products and at the end of the year have a small balance. It is our aim to give the pupils a five cent lunch which costs the school nearly five cents.

Garden—Owing to the dry weather very little planting has been done in the school gardens but in most cases the ground is cultivated and ready for planting.

These gardens are divided into two classes known as individual and school gardens. The school garden will be cultivated by the pupils in general and the product used in the school kitchen while the individual gardens will be conducted the same as other years. We shall take advantage of the Star-Bulletin garden contest.

Hand Work—The hand work has been started in a number of schools in this County but we are not doing what we could if we had tools and material. So far we have been limited to paper work. Schools having scissors have done fairly well but many schools have no scissors or a very few pairs. In addition to the 20

dozen pair now ordered we should have 40 dozen additional pairs at the earliest date possible. Splendid interest has been shown in most of the schools and many of the teachers have had a lesson from the supervisor nearly every week. It is most important that the grade teacher give this primary hand work in order that it may become a part of the number work, language, geography, etc.

In one of the largest schools the principal has insisted on specializing on this hand work and now this special teacher has resigned, so his school has made practically no progress. Hand work has not been correlated in any way with other school work, therefore I must report hand work in this school almost a failure. Contrast this school with another about the same size and we find a corps of teachers taking a lesson each week from the supervisor. Each grade teacher is responsible for the hand work and is making it a part of the number work, language, geography, history, etc.

The contrast is like two firms employing the same efficiency specialist one taking his suggestions and the other doing opposite. After a year of failure I expect this school to realize its mistake.

In my opinion the reason so many pupils are in the first and second grades is owing to the excessive amount of abstract teaching. Hand work of every kind should be employed in teaching language, reading, number work, history, geography, nature study, etc. Teachers and principals should be made to feel that something is vitally lacking in the methods followed if it takes from three to five years to finish the first and second grades. Following a good method any trained teacher with a year's experience should be able to pass 90% of the second grade pupils in one year's time.

We are now ready to add clay modeling and weaving to our hand work program if we can get the clay and the ways. I understand that clay is found in the Hana district.

While there has been some opposition to the Primary hand work, most of the teachers and principals are giving their best efforts to make it a success. Next term I will use a mimeograph and furnish teachers with a general outline.

L. L. SUMMERS, Super.

Vocational Work Wailuku

Public School
Shop Work—Articles Made
Two large tables for cafeteria.
Drawers for old tables.
Two sand trays.
Three chart stands.

One couch for teacher's cottage.
One rocker.
Twelve drawer handle knobs.
Bench hooks.
Two study tables for Pala School cottage.

Gardening

Beds planted.
Two beds of lettuce.
One bed of beets.
Six rows of cucumbers.
Six rows of radish.
Two seedling boxes of tomato.

Lessons—Soil

1. Nature.
2. Formation.
3. Kinds.
4. Composition.

Preparation of Soil

1. Weeding.
2. Cultivating.

Plant Foods

Propagation of plants natural.
Artificial.

Extension Work

Cleaning of bush in back yard for playground facilities.

At the beginning of the term I spent most of the time in getting the shop and garden in good order.

The benches in the shop were all planned and scraped and arranged in good working condition. Then the tools, the tool-room were checked down according to the inventory. All the dull tools were ground and sharpened. Because of the delay in making the program boys came irregularly. Finally the program was made and I started the boys in making bench hooks. The larger boys I used in making the large tables for the cafeteria and other small articles ordered by the teachers. We have just completed two study tables for the Pala Teachers' cottage.

We were handicapped by the lack of necessary supplies. It was not until very recently that available lumber was brought into the shop. As suggested by Mr. K. C. Bryan I am putting three periods of my time in shop work and one period in gardening. Two to five boys come to work on Saturdays. They bring whatever lumber they can get at home and make simple furniture.

My garden was at the beginning of the term a most neglected one filled with nut grass. The first half of the term was spent in digging out the nut and preparing the soil. It was not until after some hard tackling that we were able to get the young plants growing. One great handicap is that no water is available during school hours in the garden for the kitchen has to have the water. Even when no water is being used by the kitchen very little water can be gotten through the hose pipe.

As the garden work in this school is not very encouraging owing to this environment and poor soil, I would suggest that more experimental gardening be worked out. Most of the boys are well acquainted with the

practical gardening for many of their parents and neighbors are truck gardeners. Experimental gardening will interest them because in connecting the lessons with what they know, they will try the experiment at home to see whether better results can be obtained or not. In this way the boys will be of great help to their parents and friends in improving crop production.

Respectfully submitted,
FRED S. TAMANAKA.

Vocation Report Puunene School

Vocational work during the term was as follows:
The work in the shop was made to coincide as much as possible with the garden work as well as the general school work. For the garden over thirty hoes, three picks, five rakes, three cane-knives, and two spades were repaired. Two leveling frames and one hundred flood gates were also constructed. From time to time the garden tools were given an overhaul—sharpened and repaired. For the school all repair work that came up was attended to.

In addition to the above, each of the smaller boys constructed a bench hook. These bench hooks were all constructed of the same length and work carried on expressly for the purpose of instructing the pupils in squaring, gauging, and planing a board correctly. The bigger boys were required to build meat boards where joining was the purpose of the work.

From fifteen to twenty minute talks on the names, care, etc., of tools, were given to the pupils daily until the last two weeks of school.

Two work benches, four flower stools, one roosting pen, one trap nest, and one dresser were constructed.

Garden—Last year's garden map was changed entirely. Irrigation ditches were constructed thirty feet apart with a path running along every ditch, and the whole ground was levelled by means of a spirit level and a level frame. A strip ninety feet wide and two hundred feet deep was allotted to the school, a strip thirty feet wide and two hundred feet deep given to the Boy Scouts and a strip ninety feet wide and three hundred feet deep was divided among individual gardeners. Each of these individual gardens are fifteen feet square and have one side running adjacent to a ditch. No banks are allowed between these individual gardens and rows must all run in one direction, viz., at right angles to the ditch. This is done for a three-fold purpose; to save ground, to save water, and to beautify the garden.

Nothing has been planted in the individual gardens, but the Boy Scouts' garden and school garden are planted with the exception of about six hundred square feet of ground which has been reserved for a later crop.

In addition to the above over a

fourth of an acre was cleared. The greater part of this ground has been planted to pumpkins, yellow bantam, chicken corn, cucumber, and beans.

The garden period takes up ninety minutes of the day. Forty five minutes of this time is devoted to outside work and forty-five minutes to lecture and experimental work. In the class room an endeavor is made to teach the pupils the different kinds of soils, etc., visualizing the work with experiments. With the equipment at hand only very simply experiments can be performed and I would suggest that the school be furnished with some laboratory equipment. At these classes the children are encouraged to take home Government Farmers' bulletins and other farm books to read.

I have no financial statement to offer, except that the principal has advanced \$3.85 for seeds this season. Other seeds have been given by the

U. S. Experiment Station and still others were produced the past seasons.

FRANK MARTIN,
Vocational Teacher.

PUUNENE SCHOOL

The boys have planted their gardens. They are getting ready for the garden contest. The vegetables are growing well.

Mr. Kraus from Haiku talked to the boys on January 28 about gardening. They were interested in what he said.

Mr. Judd and Rev. White visited the Puunene School last week. Rev. White told the children a story. Mr. Judd also told us a story about saving our money. We enjoyed their visit.

Mr. Baldwin is giving the Puunene School, playground apparatus. The workmen have commenced putting it up. We thank him for it.

(Continued on Page Eight.)



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